MICHIGAN
Department of
Education

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SUPERINTENDENT
OF PUBLIC INSTRUCTION

Assessment ● Accountability ● Accreditation ™

Office of Educational Assessment & Accountability
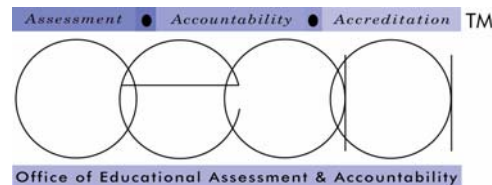
Fall 2005 Grade 3-8 MEAP Reading
Parent Report Performance Level Descriptors (PLDs)

There are four Performance Levels in reading:

(1) Exceeded Michigan Standards
(2) Met Michigan Standards
(3) Basic
(4) Apprentice

The Parent Report PLDs define briefly what students at each grade and performance level should know and be able to do in relation to the Michigan reading Grade Level Content Expectations (GLCEs).

In September 2005, groups of Michigan educators were brought together to develop more detailed PLDs based on the PLDs presented in this document. The more detailed PLDs were used for standard setting that took place in January 2006, and are available as "Standard Setting PLDs" in the same location as this document.

The Reading MEAP was given in the Fall in grades 3-8, and measured the reading knowledge and skills expected at the end of grades 2-7.

On the reading assessment the students were asked to read for understanding within and across texts, answer multiple-choice questions, and demonstrate their understanding of text through a written response. All questions on the reading assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations (GLCEs) in reading.

A STUDENT WHO **EXCEEDED** STANDARDS:
Used knowledge about text features and structures to accurately and insightfully construct meaning and to synthesize and evaluate themes within and across texts; wrote and supported a thorough and effective response, taking a clear position on a question without misconceptions about the texts.

A STUDENT WHO **MET** STANDARDS:
Used knowledge about text features and structures to accurately construct meaning and to synthesize themes within and across texts; wrote and supported an effective response, taking a clear position on a question with minor misconceptions about the texts.

A STUDENT WHO PERFORMED AT THE **BASIC** LEVEL:
Used knowledge of text features and structures to construct meaning and to analyze themes within and across texts; wrote a response taking a position on a question with limited examples or superficial connection between texts, and possibly revealing misconceptions about the texts.

A STUDENT WHO PERFORMED AT THE **APPRENTICE** LEVEL:
Attempted to use knowledge of text features and structures to construct meaning and to identify themes within and across texts; attempted to write a response taking a position on a question, supporting the position with minimal examples or connections between texts, and possibly revealing major misconceptions about the texts.

Structure - examples include: narrative, expository
Features - examples include adjunct aids, such as maps, charts, illustrations